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ABSTRACT

The Pupil Adjustment Project (PAP) in the Cleveland Public Schools is designed to develop basic social and academic skills among kindergarten pupils exhibiting special needs (but not identified as learning disabled or developmentally handicapped). The highly individualized instructional model involves extensive diagnosis, places strong emphasis on language development, and supplements the school system's regular half-day kindergarten. Services are provded in three formats: (1) Comprehension Center classes, each with 10-15 children who are transported to and from home daily and spend the entire day at the Center; (2) Adjustment Center classes, each with 10-15 children who are transported from their regular school to one of the Centers, receive approximately two hours of supplementary instruction in the morning or afternoon, and spend the rest of the day with their school kindergarten class; and (3) classes for individuals and small groups served by a PAP travelling teacher. In 1982-83, the project served 167 children and was effective in developing basic academic and social skills. Pre-post test results on the Metropolitan Readiness Test and on the Levine-Elzey Social Competency Rating Scales showed that significant gains were made by program participants. (CMG)

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PUPIL ADJUSTMENT PROJECT

ECIA CHAPTER 1

1982-83
INTERIM EVALUATION REPORT

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CLEVELAND PUBLIC SCHOOLS

DEPARTMENT OF RESEARCH AND ANALYSIS

PUPIL ADJUSTMENT PROJECT

1982-83 Chapter 1 Evaluation Report

PURPOSE AND OVERVIEW

The Pupil Adjustment Project (PAP) is designed to develop basic social and academic skills among kindergarten pupils exhibiting special needs (but not identified as learning disabled or developmentally handicapped). The highly individualized instructional model involves extensive diagnosis and strong emphasis on language development, supplementing regular half-day kindergarten provided under the school system's general fund project. Services are provided in three formats: (1) Comprehension Center classes of 10-15 children who are transported from and to home daily spend the entire school day at this Center; (2) Adjustment Center classes of 10-15 pupils who are transported from their home-school to one of the Centers, receive approximately two hours of supplementary instruction in the morning or afternoon and spend the remainder of the day with their home-school kindergarten class; and (3) Other pupils are served at their home school by a PAP Traveling Teacher, on an individual or on a small-group basis in the classrooms.

SERVICE SUMMARY

Pupils Served: 167

Grade Served: Kdg.

Years in Operation: 15

Schools: 45 Public
(See Appendix A)

Staffing:

1 Coordinator (Consultant Teacher, FT)
1 FT Psychologist (2 PT)
1 Speech Therapist (FT)
1 Social Worker (FT)
9 Teachers (5 FT, 4 PT)
1 Instructional Aide (1 FT)
4 Educational Aides (4 FT)
1 Clerk (FT)
5 Drivers (4 FT, 1 PT)

Total PAP Expenditures: *

Per Pupil Cost: *

SUMMARY OF FINDINGS

The 1982-1983 Pupil Adjustment Project served a total of 167 kindergarten youngsters from 45 Chapter 1 eligible schools. The project was effective in developing basic academic and social skills of project participants. Year-end readiness scores based on Metropolitan Readiness Test were significantly higher ($p<.01$) than initial scores. Year-end teachers' ratings based on the Levine-Elzey Social Competency Rating Scale were significantly higher ($p<.01$) than initial teachers ratings. Regular inservice, on-site supervision and parent involvement efforts were conducted by the project.

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*Expenditure data was not available at the time of the preparation of this report.

OBJECTIVES AND OUTCOMES

. Process Objective 1: The instructional/supportive team for each PAP center will meet at least three times during the school year to evaluate each child's progress and, as necessary, revise his/her individualized instructional plan and/or placement.

. Outcome: This objective was attained. Review of project records revealed approximately four instructional/supportive meetings held at each PAP center. The individualized project model required extensive and ongoing assessment/diagnosis of each child in relation to lists of specific skills in psychomotor, social-emotional and cognitive (language) areas. Teachers' detailed files on each child included extensive background information (e.g. psychological assessment of cognitive ability, achievement, adaptive behavior; results of screening/diagnosis in speech and hearing areas), as well as the up-to-date individualized instruction plan.

. Process Objective 2: In addition to inservice meetings held by the Division of Early Childhood, PAP instructional staff will:

— Be observed/visited/conferred with on site by the project manager (and/or other Early Childhood Education supervisor at least once a semester.

— Participate in at least one session specifically focusing on the responsibilities of each type of instructional program.

. Outcome: This objective was achieved. Project records revealed that approximately 120 visits were made to project teachers at 9 buildings by the project manager and other Early Childhood Education Supervisors during the 1982-1983 school year.

Eighty visits focused on support and supervision of instruction, twenty-one visits dealt with program planning and development, and nineteen visits centered on staff development.

. Process Objective 3: A parent (or other adult family representative) of at least 75% of Comprehensive/Adjustment Center children will participate in at least one of the following activities:

— Conference with child's teacher other than intake interview.

— Observation/visitation to the child's center while school is in session.

— Volunteer service in the project center.

. Outcome: This objective was achieved. Project records and informal interviews with project staff revealed that parents of the 167 participants participated at least twice in the following project activities:

— A total of 750 teacher-parent individual conferences were held (234 hours) for parents of 167 participants.

— Approximately 147 classroom visits were made to the project centers (277 hours).

— Approximately 112 visits were made to homes of 60 participants (70 hours).

— Parents of 36 participants were involved in Chapter 1 planning (20 hours).

— Approximately 170 parents were involved in group sessions (150 hours).

. Project Objective 1: Project children served for a period of at least 25 weeks will show a mean pre-post gain of at least 7 NCE units on the Metropolitan Readiness Test Pre-reading Skills composite scores.

. Outcome: This objective was attained. Analysis of pre-post NCE scores of project participants (N=96) indicated that pass scores were significantly higher than pre-test scores. The pre-post mean gain was 25.35 NCE units (beyond one standard deviation unit). Pre-post mean scores and the related t-value are noted on Table 1.

TABLE 1

CORRELATED T-TESTS FOR PRE-POST READING COMPOSITE NCE SCORES ON METROPOLITAN READINESS (II)

Group	N	Pre	Post	Change	t-Value	(p)
Total	96	13.94	39.29	25.35	9.21*	(p<.001)
Comprehensive	49	14.22	28.38	14.16	5.30*	(p<.001)
Adjustment	37	15.78	58.89	43.10	11.35*	(p<.001)
Traveling	10	5.70	20.20	14.58	4.03*	(p<.001)

*Pre: Metropolitan Readiness, Level 1 (p) ** p<.001)
Post: Metropolitan Readiness, Level II (p)

The largest pre-post gain was observed for Adjustment pupils who attained a 43.11 NCE gain, as compared to the 14 NCE gains observed for Comprehensive and Traveling participants. The lowest entry-level performance (5.70) was observed for those children served by the Traveling Teacher as the two other groups reported 14.22 (Comprehensive) and 15.78 NCE units. However, all three groups demonstrated significantly ($p<.0001$) higher year-end scores as compared to their entry scores (Table 2).

. Product Objective 2: Children served at a Comprehensive or Adjustment Center will evidence significantly ($p<.05$) higher levels of social competency skills at the end of the school year than at entrance and significantly ($p<.05$) greater gains than eligible children who were not served.

. Outcome: This objective was achieved. Analysis of pre-post ratings for 52 pupils attending four Comprehensive and one Adjustment Centers revealed post-ratings on social competency skills were significantly higher than observed pre-ratings beyond the .001 level. Table 2 presents a summary of the correlated t-test for differences of pre-post mean ratings of two social competency factors.

Table 2

COORELATED T-TESTS FOR PRE-POST MEAN RATINGS*
FOR SOCIAL COMPETENCY

Social Competency Factor	Pre $\bar{X}$	Post-$\bar{X}$	t-Value	(p)
Maturity	2.37	3.17	9.89	($p<.0001$)
Relationship Skills	2.25	3.02	7.77	($p<.0001$)

*Based on a four-point rating scale with 4 as High Competence and 1 as Low Competence.

No data were available for eligible children who were not served. Efforts were undertaken by the project to ensure that all eligible children received project services.

CONCLUSIONS

The 1982-1983 Pupil Adjustment Project served a total of 167 kindergarten youngsters from 45 Chapter 1 eligible schools. The project was effective in developing basic academic and social skills of project participants. Year-end readiness scores based on Metropolitan Readiness Test were significantly higher ($p<.01$) than initial scores. Year-end teachers' ratings based on the Levine-Elzey Social Competency Rating Scale were significantly higher ($p<.01$) than initial teachers ratings. Regular inservice, on-site supervision and parent involvement efforts were conducted by the project. Recommendations called for project continuation and evaluation that focuses on looking at reasons underlying the pre-reading differences score noted among participants attending Comprehensive, Adjustment and Traveling Teacher classes.

APPENDIX A

PUPIL ADJUSTMENT PROJECT SCHOOLS

1982-1983

Comprehensive Centers:

Charles H. Lake
George W. Carver
Paul L. Dunbar
Paul Revere

Adjustment Centers:	Schools Served -
Iowa-Maple	Forest Hill Parkway Hazeldell Miles Standish Captain A. Roth Iowa Maple
Margaret Ireland	George W. Carver Dike Marion-Sterling Case East Madison Margaret Ireland
Orchard	Kentucky Scranton Tremont Clark Orchard
Paul Revere	Mount Pleasant Harvey Rice Buckeye-Woodland Anton Grdina Woodland Hills Paul Revere
Traveling Teachers:	Alfred A. Benesch Anthony Wayne Mary Bethune H.W. Longfellow Dike George Carver

CLEVELAND CITY SCHOOL DISTRICT
PUPIL ADJUSTMENT PROJECT

ADDITIONAL SCHOOLS RECEIVING COMPREHENSIVE SERVICE

Watterson-Lake

Wade Park

Warner

Union

Mt.Auburn

Miles Park

Mary B. Martin

Louis Pasteur

Charles Orr

Denison

Joseph Landis

Stephen Howe

Paul Dunbar

Giddings

Gordon

Walton

TOTAL SCHOOLS SERVED 45